Oppressive Governments

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Thoughts/Information/Questions/Etc

**WHAT:**

What role should government play? What role does it play in the story?

What role should an individual play? What role does the individual play in the story?

How can one person change the course of events?

Define oppression. What does oppression mean to the characters?

Will we tie in a historical context?

The character may feel oppressed, but does the community as a whole feel oppressed?

How do you determine oppression? How does your perspective change? Will you embrace the government style? Or will you go against the grain? (Kim is thinking of the word…)

Link back to oppressive societies today? It generally is the intelligence communities that are targeted. Newspaper publishers, media, etc, etc, etc. Applicable current events: Journalists being killed in Syria; current legislative and societal upset over the contraceptive laws.

Personal Responsibility.

Oppressive Government versus Oppressive Society

Civil disobedience and our right to civil disobedience

**HOW:**

Ryan will show us and give examples.

Per Ryan: First round: He wants to get away from talking about a lesson plan and instead talk about lesson ideas. Come with a lesson idea each week. Maybe it’s kind of conceptual and not necessarily practical. First round: think about pre-reading activity can we do to facilitate setting up this text set? As we go through this, I’ll try to be a step ahead on showing you what the next step is. We have the way, but how would each of us individually go about setting up this text set? Part of the question someone is going to that someone else isn’t ready for, and that’s okay. How do we introduce questions? Anticipation guide. How do we go about talking across the texts. Another idea: Students will be reading the text, but doesn’t mean we can’t bring in smaller common text they’ve already read (poem) but also other texts, too. Encourage students to be independent and let kids bear on this. Create a sandbox for playing with this idea. Where does it mean to teach lessons that aren’t text dependent. Also to say, once we read from pre-reading to during reading lesson ideas, we think about the 4 reading circles that are going, and what do we want the students to focus on? How can what the reading circles talk about add to a larger conversation? Students hear about a text before reading it. **This will help struggling readers.** Interesting to do. How do you have conversation about books students haven’t read yet? Brings up complex issues.

Final project: We will